Newport Infant School

Design and Technology Policy

Date of Policy Creation/Last Review	September 2022
Policy Lead	Megan Gradwell
Date of Policy Adoption by Governing Body	November 2022
Frequency of Review	Every 3 years
Review Due	September 2025
Policy Category	Curriculum

Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Teaching, Learning and Assessment

Long term planning across Reception, Year 1 and Year 2 ensures that all key skills and content are covered and that there is a clear progression of skills.

Medium term planning for 'Knowledge and Understanding of the World' and 'Expressive Arts and Design' encompasses the Design and Technology objectives and content.

Design and Technology is planned within the context of the termly topics as cross curricular learning which gives meaningful contexts for learning across the three terms. The planning allows for subject specific skills to be developed alongside reading, writing and mathematics.

All teaching and learning is inclusive and promotes equality and inclusion for all pupils. Appropriate adaptations to the curriculum offer are made for pupils with additional needs, medical conditions and those who require support with English as a second language.

Teaching and learning starts with exploring materials and technology in Reception and in Year 1 and 2 pupils' design skills and practical skills are developed further.

In KS1 pupils will be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select form and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- explore structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Design and Technology is taught through a range of practical activities that allow pupils to develop their skills. It is taught within a meaningful context that develops pupils' knowledge and understanding of their world. It is cross curricular and offers opportunities to use and develop literacy and numeracy skills.

Design and Technology will be assessed using teacher judgement based on work in pupil workbooks and pupil's responses and skills observed during practical activities.